

**COVER SHEET**

**Organization Information:**

Organization name: Educators for Social Responsibility, Inc. (ESR)

Organization address: 23 Garden Street, Cambridge, MA 01238

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

501(c)(3) non-profit incorporated in Massachusetts

**Application Components and Checklist (submit in this order)**

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-Discrimination
- Sample Data Report

**Contact Information:**

Contact person: Larry Dieringer

Title: Executive Director

Mailing address: ESR, 23 Garden Street, Cambridge, MA 01238

Day/Work phone: (617) 872-1858      Email address: ldieringer@esrnational.org

Signature:       Date: 2/13/2012

Additional information is provided in Attachment 3.

**City of Seattle, Department of Neighborhoods, Office for Education Division  
Families and Education Levy  
Request for Qualifications:  
Middle and High School Social, Emotional and Behavioral Support**

**KEY PEOPLE**

**Project Director:** ESR’s Director of Professional Services, Michele Tisiere, oversees services in about 150 schools each year, which includes managing multi-year projects involving 10-20 schools in several districts. She has extensive experience working with urban schools to increase academic achievement, healthy social and emotional development, and postsecondary access. Michele coaches principals and leadership teams on using data to inform student-centered teaching and learning, curriculum design, evaluation and formative assessment, advisory, and postsecondary planning and preparation. She is a former teacher, department head and senior school administrator. Michele co-authored *Getting Advisory Right* and co-wrote “Leading a Learning-Focused Culture: A Foundation for Successful School Leadership.” She earned an M.S. from Colorado State University in 1982 and a B.S. from SUNY Geneseo in 1980.

**Key Staff:** Carol Miller Lieber is a national leader in integrating principles of personalization and youth development into everyday practices and structures for middle and high schools. A senior consultant for ESR, Lieber supports schools at every level to embed the five R’s – rigor, relevance, relationships, responsibility, and readiness for college and career. Facilitating academic success, healthy social and emotional development, and postsecondary aspirations for every student has been at the heart of her work for over 40 years. Lieber has taught students at all grade levels, co-founded a small urban secondary school in 1973 and served as a faculty member at Washington University, University of Missouri, and Lesley University in Massachusetts. She is the author of many publications including: *Making Learning REAL*, *Getting Classroom Management RIGHT*, *The Advisory Guide*, and “Increasing College Access through School-Based Models of Postsecondary Preparation, Planning, and Support.”

Nicole Frazier has extensive experience in secondary school redesign, instruction, data-driven decision making, professional development, advisory, postsecondary supports, and freshman orientation and intervention programs. She helps leadership teams and faculty develop school-wide systems that support teaching and learning to build an intentional academic culture that increases academic achievement. She is a former high school teacher, academy director, and advisory coordinator in urban schools. Nicole is co-author of *Getting Advisory Right*. She earned an M.A.T. from Johns Hopkins University in 1997 and a BA from Washington State University in 1992.

**PREVIOUS EXPERIENCE**

**Demographics and Characteristics of Population Served:** ESR works with urban schools serving low-income communities. The majority of the students are of color, and

there are often significant ELL and SPED populations. Schools profiled in this document are representative of the schools ESR works with nationwide.

	Black	Hispanic	Asian	White	Other	Econ Disadvantaged	ELL	SPED
Murray Hill Academy (NYC)	46%	38%	8.5%	5.7%	1.8%	60%	9.2%	22.7%
Scott HS (Toledo, OH)	77%	5%	0%	14%	5%	84%	N/A	22.5%
Denver Center for International Studies	21%	70%	2%	5%	1%	46%	41%	10%
Bowie HS (Austin, TX)	3.9%	32.7%	4.8%	54.2%	1%	14.8%	N/A	N/A

**Experience and Results:** ESR provides research-based professional development, resources, and support to foster increased academic achievement, healthy development, and school success for all students in secondary schools. ESR has a track record of offering consultation, training, coaching, and resources to schools through a variety of programming in four areas essential to school success: 1) student-centered teaching and learning, 2) climate, discipline, and behavior supports, 3) youth development, and 4) vision and culture.

ESR produces positive results annually in over 150 schools, in large urban school districts such as New York, Atlanta, Austin, San Francisco, Chicago, Washington D.C., Denver, and Toledo. What follows are examples of ESR’s experiences and effectiveness working in two representative schools: Murray Hill Academy (New York City) and Bowie High School (Austin).

Murray Hill Academy (2009 – present): Murray Hill Academy is a new small school that admits an equal mix of first year ninth graders and repeat ninth graders. The school's mission is to provide all students with a personalized educational program that ensures that new ninth graders stay on track to graduate in four years and repeat ninth graders accumulate at least a year's worth of credits in the first year to get back on track to graduate.

ESR began supporting MHA's principal and assistant principal with start-up planning in 2009-2010. Prior to launch in September 2010, ESR trained the staff in our Guided Discipline approach and in instructional strategies for reaching and engaging all learners. ESR consulted with the school’s leadership team and met frequently to strategize around school culture and climate, and classroom and school-wide management and discipline – especially related to students with high needs. ESR also facilitated professional development on classroom management and personalization, conducted classroom observations, and coached teachers. Furthermore, ESR consulted on structural issues, such as how to successfully intervene with a small group

of students that were negatively affecting the school culture. ESR worked with MHA to support the development of a “transformation zone” for these 14 students who began to attend school on a different schedule. In addition to partnering with MHA, we collaborated with a NYC district department, the Office of Postsecondary Readiness.

Murray Hill Academy had significant achievements in its first year, including:

- 96 percent of Cohort 2014 new ninth graders earned 10 or more credits and were promoted compared to only 70 percent of all ninth graders in NYC.
- 92 percent of Cohort 2014 new ninth graders with IEPs earned 10 or more credits and were promoted.
- 92 percent of repeat ninth graders earned 10 or more credits and were promoted even though they entered MHA with an average of 3.8 credits.
- On average, repeat ninth graders earned 16.9 credits while new ninth graders earned 17 credits.

James Bowie High School (2006 – present): Bowie is the largest high school in the Austin Independent School District, serving over 2,800 students. ESR played an integral role helping Bowie plan and implement a freshman focus initiative called Launch. Launch includes intensive student orientation; common practices and core skills across core courses; ninth grade-only advisory; student leaders who co-facilitate advisory; scaffolded and required learning supports; and embedded professional development.

ESR also coordinated with the district Office of Redesign and conducted three retreats for all ninth grade faculty; consulted with the principal and the redesign team during the Launch development process; conducted a three-day Launch institute for the assistant principal, redesign facilitators, and co-leaders of ninth grade professional learning communities; assisted Launch faculty with planning and implementation of orientation and ninth grade advisory; and did multiple days of follow-up with the redesign facilitator, Launch co-leaders, and the planning team.

Representative results: a) freshman failure rates were reduced 20 percent in the first semester of LAUNCH; b) passing rates for ninth graders in algebra, biology, English, and geometry were better for both years since Launch began over the previous year.

#### **Contact Information:**

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| 1. Lynette Lauretig<br>Director of Instructional Models<br>New York City Department of Education<br>Office of Postsecondary Readiness<br>New York, NY<br>(212) 374-6721<br>llauret@schools.nyc.gov | 2. Trent Sharp, Principal<br>Denver Center for International<br>Studies at Montbello<br>5000 Crown Blvd.<br>Denver, CO 80239-4329<br>(720) 775-7900<br>trent_sharp@dpsk12.org |
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**Challenges and Barriers:** Students face many challenges and barriers when it comes to social, emotional, and behavioral support. Among them: a) little awareness among staff of developmental connections between intellectual, social, and emotional

development, or of adolescent and cultural development; b) lack of positive, on-going relationships with adults and the likelihood of not being known well by at least one adult; c) punitive disciplinary systems without instructional components that can support students in changing their behavior; d) bias that favors teacher-centered over student-centered learning; e) lack of engaging classrooms; f) lack of preparedness among faculty to reach, teach, and support students with learning, behavior, and emotional problems, and; g) lack of targeted and coordinated supports from adults in the school based upon accurate assessments of students' needs.

ESR is addressing these challenges in many ways. We help schools establish advisory programs that play a critical role in student case management, and help to train effective grade level teams, so that advisory, grade level teams, and student support work in an integrated and effective way to support all students. We also help schools to create high-performing, high-achieving classrooms. Teachers learn a range of research-based instructional strategies, classroom practices, protocols, and procedures for reaching and engaging all learners and implementing a problem-solving, restorative approach to classroom management and discipline called Guided Discipline and Personalized Student Support. ESR also helps schools to build a three-tier, restorative approach to school-wide discipline.

### **TRACKING TO SUCCESS**

**Data Points Tracked:** As part of our Early Warning System, ESR supported Murray Hill Academy in New York City and Scott High School in Toledo, OH to track and regularly review the following data points in order to implement timely interventions for Tier 2 and 3 students (RTI/PBIS):

Attendance: 1) unexcused absences; 2) late arrival to school; 3) tardy during the school day; and 4) cuts/leaving classroom without permission

Academics: 1) five week, ten week, and semester grades; 2) accumulation of credits through regular course work and credit recovery for second year students who failed freshman year; and 3) weekly electronic progress documentation

Behavior: 1) development of electronic and paper referral protocols to document specific behavioral infractions beyond the usual categories of disrespect and disruption and 2) suspensions

General Case Management: 1) identification of "worry list" students discussed bi-weekly through case conferencing with teachers who work with specific students and 2) development of attendance, academic, behavior and combination "thresholds" that warrant specific supports and interventions

**Data Tracking, Reporting, and Improvement:** As part of a School Improvement Grant, ESR supports Scott HS to revise and add interventions that include mandated tutoring, a one or two-day stay in an independent learning zone, and credit recovery. The school is developing more intensive and timely interventions for chronically absent students. Finally, the school has collected behavioral data from the first quarter that will inform a revised referral protocol and electronic spreadsheet for collecting specific behavioral data in order to match the intervention to specific clusters of behavior.

At Murray Hill Academy, tracking the data points cited above led to the following interventions that increased the accumulation of credits and improved grades, behavior and attendance (as reported previously in this document):

- Required tutorials after school
- Required behavior, academic plans, and weekly progress reports
- Timely credit recovery during the school day and after school
- More saturated academic support through participation in a self-contained "transformation learning zone" that includes more one-to-one support and individually paced learning
- Daily phone calls to parent/guardian and immediate notification when students are absent or arrive late to school

**Weekly Academic, Grade, and/or Attendance Data:** At Denver Center for International Studies (DCISM) students participate in two 30-minute advisory sessions per week. Advisory positions students to review, analyze, and reflect on their academic and behavioral data on a weekly, monthly, and end of semester basis. Students review their grade reports, analyze the data, leverage their strengths and identify a weekly target goal. At the end of the week, students reflect on that goal and check in with their advisor. These ritualized sessions enable students to develop a holistic picture of their academic and behavioral profile. At the end of each semester, students work with a monthly graduation tracker where they assess their current reality with regard to course completion and credits accrued. This structure provides students with an opportunity to reflect on their on-track status to graduation. Each of these structures provides students with authentic opportunities to use real-time data and engage in conversations with their advisor and peer cohort about their successes and challenges, and the immediate steps to be taken to build their academic confidence to achieve academic success. (See the sample data report from DCISM that is attached.)

In addition to these systematic structures, advisors meet every morning with their students to check in, take attendance, and set the tone for the day. Advisors enter attendance data into their tablets, which are connected to the main office computer. If students are absent, families are called immediately.

In the last two years, ESR has successfully supported Murray Hill Academy, Scott High School, Area 19 and 21 high schools in Chicago Public Schools, and five San Francisco middle schools to use versions of two daily/weekly academic and behavioral progress reports. In addition, ESR works with approximately 100 resident principals from eight urban school districts through New Leaders for New School, training them to use weekly and daily progress reports in their residency schools.

**Sample Data Report:** A sample data report from DCISM is attached.

### **WOMEN AND MINORITY INCLUSION; NON-DISCRIMINATION**

We do not anticipate subcontracting or hiring new employees.

**DCISM Mid-Year Survey Report**  
Prepared by Jay Feldman, PhD  
ESR Consultant

The Denver Center for International Studies at Montbello (DCISM), located in northeast Denver, Colorado, opened in fall 2011 to 6<sup>th</sup> and 9<sup>th</sup> grade students. The school's mission is to prepare students in grades 6-12 for college, career, and life by helping them understand how to seize the countless opportunities the world has to offer. By graduation, every DCIS student at Montbello will be multilingual, inter-culturally competent, and prepared to solve problems and lead communities worldwide with knowledge and compassion. To empower and equip students to thrive in our increasingly complex world, DCIS at Montbello offers a globally-minded approach to education that combines rigorous academics, intercultural interaction, public service, travel opportunities, and extracurricular activities.

Educators for Social Responsibility (ESR) has worked with DCISM since before its inception, providing technical assistance in supporting advisory; design of courses, units, and lessons; student engagement practices; coaching teachers on student-centered learning; classroom discipline and restorative practices; and leadership development .

This report presents data based upon the first semester at DCISM. This includes course grades, on-track to graduation, attendance, and results from a baseline survey administered by ESR in December 2011.

### School Demographics

DCISM enrolls 114 6<sup>th</sup> graders and 107 9<sup>th</sup> graders, of which approximately 95% are students of color (see Table 1). Forty-one percent are classified as English language learners, and 10% are classified as special education.

**Table 1: Ethnicity and gender by grade level**

	Total	Male	Female	African-American	American Indian or Alaskan Native	Asian-American	Hispanic	White	Special Ed	ELA
<b>6<sup>th</sup> Grade</b>	117	53%	47%	28.2%	.9%	1.7%	64.1%	5.1%	13.7%	42.8%
<b>9<sup>th</sup> Grade</b>	112	48.2%	51.8%	14.3%	.9%	2.7%	76.8%	5.4%	7.1%	38.4%
<b>Total</b>	229	51%	49%	21%	1%	2%	70%	5%	10%	41%

## Student Achievement Data

Because DCISM is in its first year, we cannot report on any state standardized test score information. Instead, we can examine course completion in the first semester and on-track for graduation status.

### Student Course Grades

Tables 2 and 3 show that the majority of students (91%) in both grades passed their classes with at least a C grade. The most challenging subject at both grade levels was math, though 90% of 9th graders passed their first semester of Algebra 1, an important gateway class for college. In 6<sup>th</sup> grade, more students received an A or B in math than any other subject (54%).

**Table 2: Sixth grade students' first semester grades, by class**

	Math	Earth Science	Geography	Language Arts	Average
<b>A</b>	17%	8%	18%	5%	12%
<b>B</b>	37%	36%	31%	34%	35%
<b>C</b>	36%	50%	37%	60%	46%
<b>D</b>	10%	2%	9%	1%	6%
<b>F</b>	1%	3%	3%	0%	2%
<b>Incomplete</b>	0%	2%	2%	0%	1%

**Table 3: Ninth grade students' first semester grades, by class**

	Biology	Algebra & Alg/Geo	Civics	Humanities	Average
<b>A</b>	40%	16%	38%	23%	29%
<b>B</b>	31%	37%	37%	26%	33%
<b>C</b>	22%	37%	20%	42%	30%
<b>D</b>	4%	8%	3%	7%	6%
<b>F</b>	1%	2%	2%	2%	2%
<b>Incomplete</b>	2%	1%	0%	0%	1%

### Student On-track to Graduation Status

Eighty-one percent of 6th graders and 83% of 9th graders are on-track to graduate as of the end of the first semester. Students are considered on-track for graduation if they passed all classes.

In the first semester, each student should have earned 20 core credits (5 credits for each class x 4 core classes). In fact, DCISM 9<sup>th</sup> grade students averaged 18.7 credits earned and 6th grade students averaged 18.6 credits earned.

## Student Engagement Data

DCISM has an attendance rate of 92.4%, computed by averaging the attendance of each individual student.

## Student Advisory Survey

This section presents results based upon the ESR Advisory Survey administered to students at Denver Center for International Studies at Montbello (DCISM) in December 2011. The survey was administered to 201 students (6<sup>th</sup> graders = 109, or 93%; 9<sup>th</sup> graders = 92, or 82%). Table 4 shows the number of students who took the survey by their self-chosen ethnicity.

**Table 4: Students by ethnicity**

Ethnicity	Number
Black/African American	33
White	6
Hispanic	122
Native American	2
Asian/Pacific Islander	7
Other	3
Multi	23

The advisory survey asked students to respond to 28 questions about their perception of their school's advisory program. Students responded on a 6-point scale from *Strongly Disagree* to *Strongly Agree*. These questions were linked to five categories, listed below:

1. Academic Support: Students are supported in monitoring their academic development/progress.
2. School Climate: The school has fostered a safe, welcoming, and respectful climate.
3. Sense of Belonging: Students have an attachment and commitment to their own value within the school, to the community of learners, and to the goals of the school.
4. Meaningful Relationship with an Adult: Strong personal relationships between students and adults are the basis for supporting students' personal, academic, and postsecondary development.
5. Postsecondary Awareness and Access: Adults support students' postsecondary development.
6. Transitions: Students feel supported at key transitions (into middle school, preparation for high school, and college).

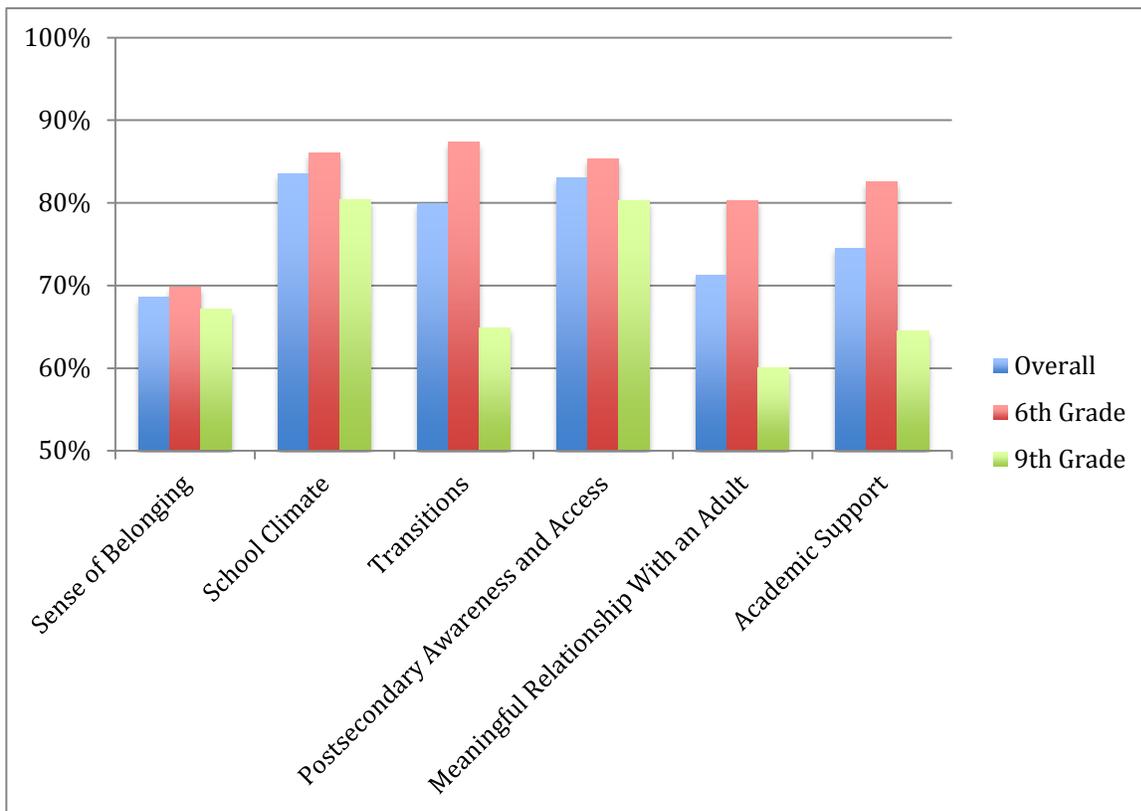
For each category, we calculated a total agreement score (the percent of students who answered each question in that category as either *Slightly Agree*, *Agree*, or *Strongly Agree*). We note four main findings from these results (Figure 1 shows a summary of the survey results; Appendix A provides a detailed breakdown):

- 6<sup>th</sup> graders reported higher scores than 9<sup>th</sup> graders on almost every category (except for Sense of Belonging where they were essentially equal).

- *School Climate* was rated highly by both grades and was the highest rated category overall.
- *Sense of Belonging* was rated lowly by students from both grades and was the lowest rated category overall.
- 9<sup>th</sup> graders also rated *Meaningful Relationship with an Adult* and *Academic Support* at lower levels than other categories.

The survey results suggest that 9<sup>th</sup> grade teachers require more professional development to support their development as advisors.

**Figure 1: Student ratings by advisory survey category, by grade**



## Appendix A

This appendix provides summary tables of student responses to the ESR Advisory Survey by category. We provide a breakdown of their responses on the 6 point scale, an overall percent agreement (*Slightly Agree*, *Agree*, or *Strongly Agree*), and percent overall agreement by each grade.

### Overall by Category

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6 <sup>th</sup> Grade Agree	9 <sup>th</sup> Grade Agree
Sense of Belonging	6.1%	8.7%	16.7%	27.0%	27.2%	14.4%	68.6%	69.7%	67.1%
School Climate	2.5%	4.8%	9.3%	16.9%	35.4%	31.1%	83.5%	86.0%	80.3%
Transitions	4.6%	6.8%	8.7%	19.7%	28.0%	32.2%	79.9%	87.3%	64.9%
Postsecondary Awareness and Access	5.3%	5.1%	6.6%	16.2%	32.4%	34.4%	83.0%	85.3%	80.2%
Meaningful Relationship With an Adult	7.9%	10.0%	10.8%	18.6%	26.3%	26.4%	71.2%	80.2%	60.0%
Academic Support	7.3%	6.7%	11.5%	19.4%	28.7%	26.4%	74.5%	82.6%	64.4%

### Academic Support

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6 <sup>th</sup> Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
17. My advisor talks to me about my schoolwork.	3%	1%	7%	20%	39%	31%	90%	93%	86%	194
19. In advisory, we encourage each other to do well in school.	4%	5%	11%	27%	30%	23%	80%	87%	72%	191
20. My advisor knows which school subjects are the hardest for me.	9%	12%	14%	19%	25%	22%	65%	76%	52%	195
21. I feel comfortable speaking to my advisor when I am having trouble in my classes.	12%	10%	14%	16%	18%	28%	63%	70%	54%	194
23. Advisory helps me to be a successful student.	8%	6%	11%	15%	31%	29%	75%	88%	59%	195

**Meaningful Relationship With an Adult**

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6th Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
8. My advisor encourages us to share our thoughts or opinions.	4%	6%	5%	13%	38%	34%	86%	84%	87%	195
10. When I have good news, I am excited to share it with my advisor.	14%	17%	8%	19%	23%	18%	61%	77%	40%	195
12. My advisor is someone I can count on.	7%	9%	10%	19%	23%	32%	74%	87%	58%	195
14. My advisor listens more than he or she speaks.	10%	13%	13%	26%	22%	17%	64%	74%	52%	192
16. My advisor does not understand me. <sup>1</sup>	5%	39%	18%	16%	25%	31%	72%	78%	63%	193

**Postsecondary Awareness and Access**

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6th Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
7. I have discussed attending college in advisory.	8%	8%	7%	19%	37%	20%	76%	72%	81%	191
9. Advisory helps me think about and plan for my future.	9%	11%	9%	17%	31%	24%	71%	78%	63%	195
11. Teachers and staff actively encourage me to go to college.	3%	1%	5%	17%	39%	36%	92%	91%	93%	193
15. In advisory, I set goals for my future.	3%	4%	8%	20%	28%	37%	85%	94%	75%	193
24. I feel hopeful about my future.	4%	1%	4%	8%	27%	55%	91%	93%	89%	195

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<sup>1</sup> Reverse coded

## School Climate

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6th Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
4. I feel safe in this school.	2%	4%	12%	18%	36%	28%	82%	81%	83%	195
13. I think that all types of students feel welcome in this school.	4%	7%	9%	20%	35%	24%	80%	82%	76%	191
18. Adults in my school seem to work well with one another.	2%	1%	3%	15%	42%	37%	94%	96%	92%	194
22. Adults do not listen to students' opinions at this school. <sup>2</sup>	2%	31%	13%	14%	28%	36%	78%	84%	70%	194

## Sense of Belonging

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6th Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
1. In advisory, we are comfortable expressing our feelings.	10%	13%	12%	28%	26%	11%	65%	66%	63%	195
2. In advisory, we trust each other.	4%	14%	19%	34%	20%	9%	63%	66%	60%	193
3. The people in my advisory do not care about me. <sup>3</sup>	5%	36%	13%	23%	35%	20%	77%	74%	82%	191
6. We do not listen to each other in advisory. <sup>4</sup>	6%	37%	23%	23%	28%	18%	69%	73%	64%	194

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<sup>2</sup> reverse coded

<sup>3</sup> reverse coded

<sup>4</sup> reverse coded

## Transitions

QUESTION	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total Agree	6th Grade Agree	9 <sup>th</sup> Grade Agree	Overall N
5. Advisory provides me with information that will help me with life after high school.	5%	11%	12%	24%	27%	21%	72%	80%	63%	196
<b>FOR 8th GRADE STUDENTS ONLY</b>										
25. I feel comfortable and confident about moving from 8th to 9 <sup>th</sup> grade.	3%	2%	5%	14%	34%	43%	91%	91%		109
26. Advisory provides me with information that will help me succeed in high school.	2%	5%	2%	13%	29%	50%	92%	92%		107
<b>FOR 9th GRADE STUDENTS ONLY</b>										
27. Advisory has helped me feel comfortable and confident about moving from middle to high school.	11%	7%	15%	27%	22%	18%	67%		67%	82
<b>FOR 12th GRADE STUDENTS ONLY</b>										
28. I feel comfortable and confident about moving from high school to college (trade school, certificate programs, two-year and four year schools).	0%	0%	0%	0%	0%	100%	100%			3